

SOC 321: Families and Society

Spring 2024: January 10th – May 9th

Instructor and Contact Information

Instructor: Rina James

Pronouns: they/them/theirs (Not sure what this means? Just ask, I'm happy to explain.)

Email: rinajames@email.arizona.edu

Virtual student hours: By appointment

Description of Course

This course offers an overview of sociological perspectives on the family. The family is a key social institution, and one of the fundamental units that makes up society. As such, sociological inquiry emphasizes both the relationship between family life and the individual, and the connections between the family and other social processes and institutions, including the economy, the workplace, and the state. The course content emphasizes historical changes in the family, current trends in family life, and relationship between the family and social inequalities including, but not limited to, race, gender, and class inequality.

Course Prerequisites or Co-requisites

None

Course Format and Teaching Methods

This course is fully web-based. All readings, assignments, and class discussions will be completed through the D2L course site. The weekly assignments include reading notes, quizzes, and discussion board participation. The D2L 'Announcements' page will be used to communicate any important course information throughout the semester. A specific outline of the activities you are expected to complete each week is included in the course schedule. Students are responsible for managing their time and technology to ensure work is completed on time. No late work will be accepted for 'internet problems' unless the issue is caused by a U of A network outage or D2L-wide issues; I recommend submitting work early to avoid unforeseen technology issues. Please note that all due dates/times reflect the local time in Tucson.

Questions regarding the course should be sent to the instructor via email. You can expect a response within 24 hours during the week—I may not respond to student emails on the weekends, so please ensure any urgent emails are sent by 4pm Friday, so they may be addressed prior to that. Otherwise, you may not receive a response before Monday morning.

Course Objectives

By the end of the course students are expected to be able to:

- Identify major theories, areas of study, and important concepts employed in the sociological study of the family.
- Articulate how family forms have varied across time and place.
- Explain the role of the family in socialization, and its connections with other social institutions.
- Demonstrate critical thinking and reasoning skills, and the ability to apply the sociological concepts of the class to their own experiences.

Expected Learning Outcomes

Knowledge of social institutions: students will be able to demonstrate knowledge of the key social institutions in sociology (the family, education, religion, work/economy, and/or law/political institutions) and their interconnections

Knowledge of social inequality: students will be able to demonstrate knowledge of social inequalities in contemporary societies based on class, gender, race, and/or sexual orientation. Students will also demonstrate knowledge about how to critically evaluate arguments about and solutions to inequality and diversity in society.

Required Materials

All materials required for the course will be available on the D2L course page, or through the University of Arizona

library's online collection. Content will include journal articles and book chapters, as well as short lectures using VoiceThread.

Absence and Class Participation Policy

Participation in the course is vital to student success. As this an online course, there are no lectures or required meeting times. However, if you anticipate being unable to meet assignment deadlines due to illness or other personal circumstances, please contact the instructor, preferably in advance if possible. If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students and may be helpful. The Dean of Students Office is located in the Robert L. Nugent Building, room 100, or call 520-621-7057.

The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at:

<http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable, <http://policy.arizona.edu/human-resources/religious-accommodation-policy>.

Absences pre-approved by the UA Dean of Students (or Dean Designee) will be honored. See:

<https://deanofstudents.arizona.edu/absences>

Syllabus Assignment

Earn three extra credit points by proving you read the syllabus and emailing me a picture of a cat. It doesn't have to be your cat, but if it is I'd also like to know their name. If you don't like cats, you can pick a different animal. Or even a plant. I'm not picky.

Makeup Policy for Students Who Register Late

Students who register after the course start date must make up all assignments within **two weeks** of enrolling in the course.

Assignments and Grading

Reading Notes (25%): Students are expected to take notes on the weekly readings. Notes may be typed or handwritten – if you choose to handwrite your notes, they will need to be scanned and uploaded as a PDF so that I can review them. Be sure that scans are legible, as credit will not be given for unreadable notes. Reading notes will be graded pass/fail, and should clearly demonstrate that you have done the assigned readings for the week. There is no required format for these – bullet points, short summaries, or similar are all acceptable. Reading notes must be submitted for 13 of the 15 weeks of the course, missing you may miss up to two of these without penalty, at your discretion. **Reading notes must be submitted by 11:59pm on Sunday each week.**

Discussion posts and responses (25%): Each week, you will be asked to make a post on the D2L discussion board, and reply to at least one of your peers' posts. **Posts and responses are due Sundays at 11:59pm.** A specific prompt for your post will be provided at the beginning of each week, asking you to reflect or build on the concepts presented in that week's materials. Tasks may include answering a specific discussion question (for example, asking you to apply concepts to your own life, or compare/contrast author's arguments), or review short outside materials and providing a brief summary of how they relate to the class. Discussion posts should be 1 – 2 paragraphs and engage substantively with the material. Similarly, responses must also be substantive, raising a question, critiquing, or expanding on a classmate's post. Cursory comments such as "this is a good point," or "I agree/disagree" will not receive credit. Your two lowest discussion post scores will be dropped from your final grade.

Quizzes (25%): Each week, students are required to complete a short (5 question) quiz on the week's reading and lectures. Quizzes will be administered through D2L, and **must be completed by 11:59pm on the Sunday of each week.** Quizzes are open note/open book, and your two lowest quiz scores will be dropped from your final grade. The Week 1 Quiz addresses the syllabus, rather than the course readings. s

Sociological family history (20%): As a final project, you will be asked to write a sociological family that connects course material to your own experience with the family. This is the opportunity for you to apply the concepts from the class to

your own life in greater detail, thinking about how other social institutions or inequalities intersected with the family in ways that meaningfully impacted you. The assignment and grading rubric will be discussed in greater detail the week before Thanksgiving break, and is due the last week of class. **Final papers should be submitted through D2L by 11:59pm on Sunday, May 5th.**

Final reflection (5%): In addition to the final paper, students will write at least 750 words about the five most important things you learned in this course. Each item should be numbered clearly, and emphasize substantive knowledge (i.e. conceptual or empirical knowledge, not study skills or similar). This assignment is pass/fail, and will be evaluated based on whether what you discuss was part of the course, was accurately described based on course materials, was described in detail (i.e., you should write paragraphs rather than bullet points), and was at least 750 words. **Lesson learned papers should be submitted through D2L by 11:59pm on Thursday, May 9th.**

Late Work Policy

I understand that students increasingly have obligations outside of coursework. **In an effort to build flexibility into the course, each student is allotted two late work passes.** You may use these for a free 48-hour extension on any assignment, entirely at your discretion. You do not need to explain the circumstances (unless you really want to)—you can simply send an email indicating that you would like to use one of your late work passes and specifying which assignment you are using the extension for.

I also aim to be flexible for students affected by illness or other difficulties during the semester; if you think you may need more accommodations than an extension on a single assignment, please reach out as soon as you are able to make arrangements with the instructor.

Grading Scale and Policies

University policy regarding grades and grading systems is available at <http://catalog.arizona.edu/policy/grades-and-grading-system>

Grade distribution for this course:

A: 90-100
B: 80-89
C: 70-79
D: 60-69
F: <60

Requests for incomplete (I) or withdrawal (W) must be made in accordance with University policies, which are available at <http://catalog.arizona.edu/policy/grades-and-grading-system#incomplete> and <http://catalog.arizona.edu/policy/grades-and-grading-system#Withdrawal> respectively.

Dispute of Grade Policy Students with concerns regarding an assignment grade should contact the instructor within two days of the assignment grade being posted. Students are responsible for regularly reviewing the feedback on their assignments.

Honors Credit

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract. Information on Honors Contracts can be found at <https://www.honors.arizona.edu/honors-contracts>.

Course Schedule

Please look over the following schedule carefully so that you can plan your work accordingly. Also check the course website regularly for announcements. You must keep up with any changes in the schedule, which will be announced on D2L. You should plan to complete all readings and assignments by the Sunday following the week for which they are assigned (i.e., since Week 1 is January 10th – 14th, all assignments are due by the end of that weekend, January 14th).

<p>Week 1: 1/10 – 1/14 – Defining the Family</p> <p>Carefully read course syllabus.</p> <p>Reiss, Ira. 1965. "The Universality of the Family: A Conceptual Analysis." <i>Journal of Marriage and the Family</i>. 27:443-453.</p> <p>Gittins, Diana. 1993. "What is the Family? Is it Universal?" Excerpt from <i>The Family in Question</i>.</p> <p>Powell, Brian, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman. 2010. "Who Counts as Family?" Ch. 2 in <i>Counted Out: Same-Sex Relations and American's Definitions of Family</i>. New York: Russell Sage Foundation.</p> <p>Total required reading: 44 pages</p> <p>Week 1 reading notes, discussion posts/replies, and quiz due Sunday 1/14 by 11:59pm</p>
<p>Week 2: 1/15 – 1/21 - Historical Accounts of the Family</p> <p>Coontz, Stephanie. 2010. "The Evolution of American Families" in <i>Families as They Really Are</i>. (Ed) Barbara J. Risman. New York: WW. Norton & Company. READ ONLY 30-36.</p> <p>Coontz, Stephanie. 1992. "'Leave it to Beaver' and 'Ozzie and Harriet': American Families in the 1950s." Ch. 2 in <i>The Way We Never Were: American Families and the Nostalgia Trap</i>. New York: Basic Books.</p> <p>Ruggles, Steven. 2015. "Patriarchy, Power, and Pay: The Transformation of American Families, 1800-2015" <i>Demography</i> 52:1797-1823.</p> <p>Total required reading: 59 pages</p> <p>Week 2 reading notes, discussion posts/replies, and quiz due Sunday 1/21 by 11:59pm</p>
<p>Week 3: 1/22 – 1/28 – LGBTQ+ Families</p> <p>Judith Stacey and Timothy J. Biblarz. 2001. "(How) Does the Sexual Orientation of Parents Matter?" <i>American Sociological Review</i> 66(2): 159-183.</p> <p>Goldberg, Abbie E. and Katherine A Kuvalanka. 2012. "Marriage (in)Equality: The Perspectives of Adolescents and Emerging Adults with Lesbian, Gay, and Bisexual Parents." <i>Journal of Marriage and Family</i> 74: 34-52.</p> <p>Total required reading: 44 pages.</p> <p><i>Optional additional reading:</i> Meadow, Tey. 2018. "Building a Parent Movement." Ch. 4 in <i>Trans Kids: Being Gendered in the Twenty-First Century</i>. Berkeley: University of California Press.</p> <p>Week 3 reading notes, discussion posts/replies, and quiz due Sunday 1/28 by 11:59pm</p>
<p>Week 4: 1/29 – 2/4 – Courtship and Romance</p> <p>Davis, Kingsley. 1936. "Jealousy and Sexual Property." <i>Social Forces</i> 14(3): 395-405.</p> <p>Goode, Erich. 1996. "Gender and Courtship Entitlement: Responses to Personal Ads." <i>Sex Roles</i> 34(3/4): 141 – 169.</p> <p>England, Paula and Reuben J. Thomas. 2005. "The Decline of the Date and the Rise of the College Hook Up." Ch. 4 in <i>Family in Transition</i>. (Eds) Arlene S. Skolnick and Jerome H. Skolnick. New York: Pearson.</p> <p>Week 4 reading notes, discussion posts/replies, and quiz due Sunday 2/4 by 11:59pm</p>
<p>Week 5: 2/5 – 2/11 – Marriage and Cohabitation</p> <p>Cherlin, Andrew J. 2004. "The Deinstitutionalization of American Marriage." <i>Journal of Marriage and Family</i> 66:848-861</p> <p>Stanley, Scott M., Galena Kline Rhoades and Howard J. Markman. 2006. "Sliding Versus Deciding: Inertia and the Premarital Cohabitation Effect." <i>Family Relations</i> 55: 499-509.</p> <p>Christina M. Gibson-Davis, Kathryn Edin, and Sara McLanahan. 2005. "High Hopes but Even Higher Expectations: The Retreat from Marriage Among Low-Income Couples." <i>Journal of Marriage and Family</i> 67 (December): 1301-1312.</p> <p>Total required reading: 34 pages</p>

Week 5 reading notes, discussion posts/replies, and quiz due Sunday 2/11 by 11:59pm
Week 6: 2/12 – 2/18 - Divorce and Remarriage
<p>Paul R. Amato. 2000. "The Consequences of Divorce for Adults and Children." <i>Journal of Marriage and Family</i> 62 (4): 1269-1287.</p> <p>Andrew Cherlin. 1978. "Remarriage as an Incomplete Institution." <i>American Journal of Sociology</i>, 84 (3): 634-650.</p> <p>Gary L. Grizzle. 1996. "Remarriage as an Incomplete Institution: Cherlin's (1978) Views and Why We Should be Cautious about Accepting Them." <i>Journal of Divorce and Remarriage</i> 26 (1): 191-201.</p> <p>Total required reading: 44 pages</p> <p>Week 6 reading notes, discussion posts/replies, and quiz due Sunday 2/18 by 11:59pm</p>
Week 7: 2/19 – 2/25 - Contraception and Abortion
<p>Susan Rose. 2005. "Going Too Far? Sex, Sin, and Social Policy." <i>Social Forces</i> 84(2): 2307-1232.</p> <p>Wendy Simonds and Charlotte Ellerston. 2004. "Emergency Contraception and Morality: Reflections of Health Care Workers and Clients." <i>Social Science & Medicine</i> 58(7): 1285-1297.</p> <p>Rachel K. Jones et al. 2008. "'I would want to give my Child, like, Everything in the World.'" <i>Journal of Family Issues</i> 29(1): 79-99.</p> <p>Total required reading: 57 pages</p> <p>Week 7 reading notes, discussion posts/replies, and quiz due Sunday 2/25 by 11:59pm</p>
Week 8: 2/26 – 3/3 - Fertility and Childbearing
<p>Barbara Katz Rothman. 2006. "Laboring Now: Current Cultural Constructions of Pregnancy, Birth, and Mothering." Chapter 2 in <i>Laboring On: Birth in Transition in the United States</i>. New York: Routledge.</p> <p>Wendy Simonds. 2002. "Watching the Clock: Keeping Time during Pregnancy, Birth, and Postpartum Experiences." <i>Social Science & Medicine</i> 55, 4 (August): 559-570.</p> <p>Jennifer Strickler. 1992. "The New Reproductive Technology: Problem or Solution?" <i>Sociology of Health and Illness</i> 14, 1: 111-132.</p> <p>Total required reading: 65 pages</p> <p>Week 8 reading notes, discussion posts/replies, and quiz due Sunday 3/3 by 11:59pm</p>
Week 9: 3/4 – 3/10 – Spring Break
<p>Spring break. No readings or assignments due.</p>
Week 10: 3/11 – 3/17 – Childhood and Adolescence
<p>Viviana Zelizer. 1997. "Pricing the Priceless Child: From Baby Farms to Black-Market Babies." Pp. 316-322 in <i>Family in Transition</i>, Arlene S. Skolnick and Jerome H. Skolnick (eds.). 7th Edition.</p> <p>Reeves, Aaron. 2015. "'Music's a Family Thing': Cultural Socialisation and Parental Transference." <i>Cultural Sociology</i> 9(4):493–514. doi: 10.1177/1749975515576941.</p> <p>Furstenberg, Frank F. 2000. "The Sociology of Adolescence and Youth in the 1990s: A Critical Commentary." <i>Journal of Marriage and Family</i> 62(4):896–910.</p> <p>Total required reading: 41 pages</p> <p>Week 10 reading notes and discussion posts/replies due Sunday 3/17 by 11:59pm.</p>

Week 11: 3/18 – 3/24 - Parenting
<p>Jessie Bernard. 1981. "The Good Provider Role: Its Rise and Fall." <i>American Psychologist</i> 36(1): 1-12.</p> <p>Ralph LaRossa. 1988. "Fatherhood and Social Change." <i>Family Relations</i> 37(4): 451-457.</p> <p>Sharon Hays. 1996. "The Mommy Wars: Ambivalence, Ideological Work, and the Cultural Contradictions of Motherhood." Excerpt from <i>The Cultural Contradictions of Motherhood</i>.</p> <p>Total required reading: 39 pages</p> <p>Week 11 reading notes, discussion posts/replies, and quiz due Sunday 3/24 by 11:59pm</p>
Week 12: 3/25 – 3/31 - Siblingship
<p>Goetting, Ann. 1986. "The Developmental Tasks of Siblingship over the Life Cycle." <i>Journal of Marriage and Family</i> 48(4): 703-714.</p> <p>Davies, Katherine. 2015. "Siblings, Stories and the Self: The Sociological Significance of Young People's Sibling Relationships." <i>Sociology</i> 49(4): 679-695.</p> <p>Hertz, Rosanna and Margaret K. Nelson. 2019. "The Surprise of Donor Siblings," Ch. 4 in <i>Random Families: Genetic Strangers, Sperm Donor Siblings, and the Creation of New Kin</i>. Oxford: Oxford Scholarship Online.</p> <p>Total required reading: 38 pages</p> <p>Week 12 reading notes, discussion posts/replies, and quiz due Sunday 3/31 by 11:59pm</p>
Week 13: 4/1 – 4/7 – Family, Aging, and End of Life
<p>Silverstein, Merrill, Daphna Gans, and Frances M. Yang. 2006. "Intergenerational Support to Aging Parents: The Role of Norms and Needs." <i>Journal of Family Issues</i> 27(8): 1068-1084.</p> <p>Broom, Alex and Emma Kirby. 2013. "The End of Life and the Family: Hospice Patients' Views on Dying as Relational." <i>Sociology of Health & Illness</i> 35(4): 499-513.</p> <p>Woodthorpe, Kate and Hannah Rumble. 2015. "Funerals and Families: Locating Death as a Relational Issue." <i>The British Journal of Sociology</i> 67(2): 242-259.</p> <p>Total required reading: 47 pages</p> <p>Week 13 reading notes, discussion posts/replies, and quiz due Sunday 4/7 by 11:59pm</p>
Week 14: 4/8 – 4/14 - Work and Family
<p>Mary Blair-Loy. 2001. "Cultural Constructions of Family Schemas: The Case of Women Finance Executives." <i>Gender and Society</i>, 15(5): 687-709.</p> <p>Jerry Jacobs and Kathleen Gerson. 2001. "Overworked Individuals or Overworked Families?" <i>Work and Occupations</i> 28(1): 40-63.</p> <p>Total required reading: 45 pages</p> <p><i>Optional recommended reading:</i> Michelle Budig and Paula England. 2011. "The Wage Penalty for Motherhood." <i>American Sociological Review</i> 66(2): 204-225.</p> <p>Week 14 reading notes, discussion posts/replies, and quiz due Sunday 4/14 by 11:59pm</p>
Week 15: 4/15 – 4/21 – Class and the Family
<p>Lareau, Annette. 2002. "Invisible Inequality: Social Class and Childrearing in Black Families and White Families." <i>American Sociological Review</i> 67(5):747-76.</p>

<p>Kathryn Edin and Laura Lein. 1997. "Work, Welfare, and Single Mothers' Economic Survival Strategies." <i>American Sociological Review</i> 62(2): 253-266.</p> <p>Total required reading: 42 pages</p> <p><i>Optional recommended reading:</i> McLanahan, Sara and Christine Percheski. 2008. "Family Structure and the Reproduction of Inequalities." <i>The Annual Review of Sociology</i> 24: 257-76.</p> <p>Week 15 reading notes, discussion posts/replies, and due Sunday 4/21 by 11:59pm</p>
<p>Week 16: 4/22 – 4/28 – Race and the Family</p>
<p>Burton, Linda M., Eduardo Bonilla-Silva, Victor Ray, Rose Buckelew, and Elizabeth Hordge Freeman. 2010. "Critical Race Theories, Colorism, and the Decade's Research on Families of Color." <i>Journal of Marriage and Family</i> 72(3): 440-459.</p> <p>Collins, Patricia Hill. 1991. "Work, Family and Black Women's Oppression." Chapter 3 in <i>Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment</i>. New York: Routledge.</p> <p>Total required reading: 43 pages</p> <p><i>Optional recommended reading:</i> Evelyn Nakano Glenn, "Split Household, Small Producer, and Dual Wage Earner: An Analysis of Chinese American Family Strategies." <i>Journal of Marriage and Family</i> 45(1): 35-46.</p> <p>Week 16 reading notes, discussion posts/replies, and due Sunday 4/28 by 11:59pm</p>
<p>Week 17: 4/29 – 5/5– Wrap Up</p>
<p>Sociological family history paper due Sunday 5/5 by 11:59pm</p>
<p>Finals: 5/6 – 5/9</p>
<p>Final reflections and any outstanding work due Thursday, 5/9 by 11:59pm</p>

Classroom Behavior Policy

To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming, and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the tasks at hand and not on extraneous activities (e.g., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.). Additionally, the online discussions for the course should remain respectful and professional.

Threatening Behavior Policy

The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>.

Accessibility and Accommodations

At the University of Arizona, we strive to make learning experiences as accessible as possible. If you anticipate or experience barriers based on disability or pregnancy, please contact the Disability Resource Center (520-621-3268, <https://drc.arizona.edu/>) to establish reasonable accommodations.

Code of Academic Integrity

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are

expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See: <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>.

The University Libraries have some excellent tips for avoiding plagiarism, available at <http://new.library.arizona.edu/research/citing/plagiarism>.

Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor's express written consent. Violations to this and other course rules are subject to the Code of Academic Integrity and may result in course sanctions. Additionally, students who use D2L or UA e-mail to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student e-mail addresses. This conduct may also constitute copyright infringement.

UA Nondiscrimination and Anti-harassment Policy

The University is committed to creating and maintaining an environment free of discrimination; see <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Our classroom is a place where everyone is encouraged to express well-formed opinions and their reasons for those opinions. We also want to create a tolerant and open environment where such opinions can be expressed without resorting to bullying or discrimination of others.

Additional Resources for Students

UA Academic policies and procedures are available at <http://catalog.arizona.edu/policies>
Student Assistance and Advocacy information is available at <http://deanofstudents.arizona.edu/student-assistance/students/student-assistance>

Confidentiality of Student Records

<http://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa?topic=ferpa>

Financial Support

The Richard H. Tyler Student Emergency Fund can support students experiencing temporary financial hardships. This appears to apply to graduate students and undergraduate students. Apply for funds from: https://uarizona.co1.qualtrics.com/jfe/form/SV_1TA1XvxC1kgrN1b

Food Support

Research shows that a large percentage of undergraduates face housing and/or food insecurity and it is reasonable to believe numbers have worsened during the current crisis. In addition to Pima County resources, the campus has a food pantry to help reduce food insecurity: <https://campuspantry.arizona.edu/>

Academic advising (undergrads)

If you have questions about your academic progress this semester, or your chosen degree program, advisors at the Advising Resource Center can guide you toward university resources to help you succeed.

Life challenges (undergrads)

If you are experiencing unexpected barriers to your success in your courses, the Dean of Students Office is a central support resource for all students. Call 520-621-2057 or email DOS-deanofstudents@email.arizona.edu.

Physical and mental-health challenges

Recent surveys show that the current crisis is taking a toll on many people's mental and/or physical health, with a really large number of people who are college-aged having thought about suicide in the last 30 days. If you are facing physical or mental health challenges this semester, Campus Health offers medical and mental health care. For medical appointments, call (520-621-9202. For After Hours care, call (520) 570-7898. For the Counseling & Psych Services (CAPS)

24/7 hotline, call (520) 621-3334. If you or someone you know is in crisis, the National Suicide Prevention Hotline has English and Spanish speakers ready to talk 24/7 at: 1-800-273-8255

Finally, please notify the professor if your needs are not met with these resources and you are comfortable in doing so. This will enable them to access additional resources if available.

Subject to Change Statement

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.